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Sight Reading in Latin for the Second Year. By Hiram H. Bice. Boston: Ginn and Company (1913). Pp. xii + 159. With Map of Gaul.

We have here a really helpful and valuable book for reading Latin at sight, a form of exercise which, in the rush of a High School curriculum, is often sadly neglected. The book seems to be an improvement, both in arrangement and in matter presented, upon anything that has previously appeared with the same design—to promote the ability to read the language rather than to half read, half memorize restricted portions of some particular author. Sight reading is the one test of mastery, and it relegates the pony to the boneyard.

The vocabulary of these exercises is wisely chosen on scientific principles, and the exercises themselves are of much interest and admirably presented with just the right helps. The sections containing suggestions for the practice of the art of reading at sight and presenting the elements of word-formation are of great value to the student.

The one question that occurs is this: Why was so much space (seventy-seven pages) devoted to selections from the Gallic War, a text already in the hands of the students and constantly used as sight material by every competent teacher? Moreover, thirty-six pages of this matter are from Books 3 and 4, portions certain to be read by the classes. One cannot but think that, in their stead, more selections from Livy and from the Civil War would have given still greater value to the work; for, with the limited text-book appropriations granted by the average Board of Education, teachers can ill afford to indulge in the luxury of duplicated material.

CENTRAL HIGH SCHOOL,  
Philadelphia.

B. W. MITCHELL.

A Latin Reader. Easy Selections for Beginners. By Frank A. Gallup. New York: American Book Company (1913). Pp. 143; 12 Illustrations. 50 cents.

This book is one more attempt to sugar-coat the Latin pill. If it be postulated that the beginners for whom it is designed are the pupils of private schools, children fortunate in beginning the study of Latin at the age of from nine to eleven years, or even earlier, the book is an admirable one. Fables always hold the attention of a child, and the tales of early Rome are well selected to interest the young. Then, there is the pictorial appeal, which is often strong with the very little ones. But the average High School freshman in his early teens is an irreverent little gamin, and well does he know that naked nestlings do not run about and that Romulus and Remus were far too helpless, when turned adrift, to sit on nice smooth stones, like little Cupids, and paddle their toes in the water.

An especially good feature of the book is the section entitled Large Thoughts in Few Words, and it is unfortunate that these are so few in number. There is an inexhaustible stock of such maxims to be drawn

upon, and they can be made of interest even to pupils of more advanced grade, well able to appreciate the universality of applications of these aphorisms. Altogether the book seems to be rather juvenile, and scarcely to coördinate with subsequent requirements either in regard to material or to time.

The course of study of our American High Schools is crowded beyond reason, and the American educational attitude is a feverish haste to 'get through'. Under such conditions the book may possibly mean delay without adequate compensation in the direction of a well-stocked vocabulary and a store of constructions as capital upon which to draw in the reading of the first classic, Caesar. All the earliest material acquired by a child in beginning a new language should certainly be available for use in his first serious attempts at reading and writing that language. Otherwise this early stock of words will simply vanish from the memory. How widely the word-capital acquired from this book differs from the word-capital required to read Caesar may be seen from the fact that in the vocabulary there are, under the letter A alone, eighty-nine words not employed by Caesar.

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#### THE NEW YORK LATIN CLUB

The second meeting of The New York Latin Club for 1914-1915 was held on Saturday, February 6, at the Washington Irving High School, New York City.

The attendance was the largest in the history of the Club and a very cordial and friendly spirit pervaded the social gathering in the attractive foyer of the High School prior to the luncheon.

The speaker of the day was Professor Talcott Williams, Director of the School of Journalism, Columbia University, who delivered a very eloquent and inspiring address on Latin Studies in the United States. Dr. Williams, true to his reputation as the cleverest of after-dinner speakers, for his inimitable command of English and his encyclopedic knowledge of facts, filled his listeners with new hope and enthusiasm. He proved by statistics that the study of Latin in the High Schools was steadily increasing and he urged the teachers of Latin to weigh their responsibility and opportunity, to consider whether the 400,000 young men and women studying Latin in our High Schools in the formative period of their lives were being properly taught that subject which trained both character and mind, created a reverence for learning, developed power of leadership.

At this time, he continued, when the United States is preparing for the leadership of humanity, it is particularly fortunate that the tongue of Latium and the dialect of the Roman forum is the one conspicuous study in our High Schools.

The Club was also honored by the presence of Dr. Bardwell, Superintendent of the High Schools of Brooklyn, who extended his congratulations to the